

Common Core State Standards Initiative

Led by the Council of Chief State School Officers and
the National Governors Association Center for Best Practices

May 19, 2010
SBOE Public Meeting

Cathie Carothers, Assistant Superintendent of Secondary and Elementary Education

Whitney Allgood, Director of Assessment and Accountability

Tamara Reavis, Division of Assessment and Accountability

Joshua Boots, Division of Assessment and Accountability



Office of the State Superintendent of Education
DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

What is the Common Core State Standards Initiative (CCSSI)?

- State-led effort to establish a single set of clear educational standards for English language arts and mathematics.
- Standards are benchmarked to international standards and designed by a diverse group of teachers, experts, parents, and school administrators.
- Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state standards in English language arts and mathematics for grades K-12.
- College and Career Readiness standards reviewed and supported by SBOE October, 2009.

National Support for Common Core State Standards Initiative (CCSSI)

from Alliance for Excellent Education

from Great City Schools Coalition

Urban educators believe that the best way to counter challenges posed by poverty or limited English proficiency is not to lower expectations, but to raise them . . . This is one of the reasons why the Council called for the development of national standards a few years ago.

Michael Casserly, Executive Director

Zip codes might be great for sorting mail, but they're no way to educate America's future workforce. Under the current education system, there is wide variation between states and even school districts on what students are expected to know and do—a situation that is unfair to all students, and one that is especially harmful to low-income students and students of color . . . Thankfully, today's release of the draft K–12 standards is further evidence that states working together have chosen to move away from the old inequitable system and toward a new one with higher expectations for all students. With expectations that are the same no matter where students live, all students—from Altoona to Albuquerque—can be confident that they will have the skills necessary to succeed after high school and compete with their international peers.

Governor Bob Wise, President

National Support for Common Core State Standards Initiative (CCSSI) cont.

from National Association of State Boards of Education

The Common Core Standards Initiative has the potential to move us closer to a compelling shared vision for what students should know and be able to do to succeed in the 21st century. . . . By benchmarking them against standards in the world's top-performing countries, states can make the common core standards a critical resource in their efforts to prepare students for a global age.

Brenda Welburn, Executive Director

from American Federation of Teachers

These standards represent the best effort so far to transform today's patchwork quilt of 50 sets of state standards into one set of strong, consistent expectations for what all students should know and learn. Earlier this year, AFT members reviewed draft standards and suggested extensive changes to make them clearer and more useful for teachers. We are pleased that CCSSI took many of our suggestions to heart, and as a result, these standards are much improved over earlier drafts. Going forward, the standards must continue to be refined and additional parts must be developed. . . . As a longtime advocate for common standards, the AFT commends CCSSI for taking this important step. We look forward to working with CCSSI and others to do all we can to help provide America's students a world-class, 21st-century education.

Randi Weingarten, President

from **President Barack Obama**

We will end what has become a race to the bottom in our schools and instead spur a race to the top by encouraging better standards and assessments. . . And I'm calling on our nation's governors and state education chiefs to develop standards and assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem-solving and critical thinking and entrepreneurship and creativity.

March 10, 2009

Why are the Common Core Standards the Right Choice for DC?

1. The Common Core Standards Are Good For DC's Students
2. The Common Core Standards Are Good For DC's Taxpayers
3. The Common Core Standards Are Good For DC's Schools and Teachers

The Common Core Standards Are Good For DC's Students (and their Parents)

- Clear, rigorous and realistic goals
- Equity through consistent expectations
- Prepare DC students to succeed in college
- Prepare DC students for a global economy
- Help mobile students successfully transition between states

The Common Core Standards Are Good For DC's Taxpayers (Now & 20 Years from Now)

- Economies of scale, distributed cost impact & risk dispersion in curriculum development & assessment innovations
- Interstate collaboration in grant applications, research, problem solving & knowledge sharing
- Better prepared students today = a competitive workforce tomorrow

The Common Core Standards Are Good For DC's Schools and Teachers

- Promote cooperative and integrated K-16 education system benchmarked against College and Career Readiness (CCR) Standards
- Promote clear and consistent expectations for knowledge and skills
- Clear learning progressions
- Engaging curriculum creates higher interest = higher learning

Overview of Common Core Standards

English Language Arts (ELA) Common Core Standards

- Organized by grade in K – 8 and grade bands from 9 – 10 and 11 – 12
- Aligned to College and Career Readiness (CCR) Standards released Fall 2009 and supported by SBOE
- Divided into Reading, Writing, Listening and Speaking, and Language Strands
- Literacy Standards for Grades 6 – 12 Science and Social Studies
- An appendix supports the Standards with illustrative texts and student writing

CCR Standards Form the Basis for the K–12 ELA Standards

- Common Core Standards for each grade follow the CCR Standards in each strand
- Each *grade-specific standard* corresponds to a particular CCR standard.

Example:

<i>Strand: Reading</i>	
CCR.6: Assess how point of view or purpose shapes the content and style of a text.	K.6: Name the author and illustrator of a text and define the role of each.

ELA: Clear and Consistent Expectations

DC Standards	Common Core Standards
2.LT-P.9. Identify the speaker of a poem.	R.L.1.6. Identify who is speaking at various points in a story, myth, fable, or narrative poem.
5.LT-D.8. Analyze the similarities and differences between a narrative text and its dramatic adaptation.	R.L.5.5. Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.
9.IT-E.1. Analyze the main or controlling idea in passages or paragraphs.	R.I.9-10.2. Analyze in detail the development and refinement of a central idea in a text, including how it emerges and is shaped and refined by specific details.

ELA: Learning Progression

DC Standards

Literary Text

- K.LT-U.2. Retell story events in sequence.
- 1.LT-U.2. Sequence a series of events in a literary selection heard or read.
- 2.LT-U.2. Identify cause and effect of specific events in a biography.

Common Core Standards

Reading Standards for Literature

- K.3 Identify characters, settings, and key events in a story.
- 1.3 Describe characters, settings, and key events in a story.
- 2.3 Describe how characters in a story respond to key events and conflicts.

Mathematics Common Core Standards

- Clear statements of expectation for what students should know and be able to do
- Grounded in eight Mathematical Practices to be woven throughout the curriculum
- Grades K-8 organized by domains (large groups of related standards) and clusters (smaller groups of related standards)
- High School standards organized in conceptual categories aligned to College and Career Readiness Standards
- Include model course descriptions based on conceptual categories

CCR Standards Form the Basis for High School Mathematics Standards' Conceptual Organization

- Number and Quantity
- Algebra
- Functions
- Geometry
- Statistics and Probability
- Modeling

Math: Clear and Consistent Expectations

DC Standards	Common Core Standards
K.G.1. Name shapes of pattern blocks (e.g., triangle, square, circle).	K-G.2. Understand that names of shapes apply regardless of the orientation or overall size of the shape. For example, a square in any orientation is still a square. Students may initially need to physically rotate a shape until it is “level” before they can correctly name it.
5.NSO-F.11. Write improper fractions as mixed numbers, and know that a mixed number represents the number of “wholes” and the part of a whole remaining (e.g., $5/4 = 1 + 1/4 = 1 \frac{1}{4}$).	5-NF.11. Understand that a mixed number such as $3 \frac{2}{5}$ represents the sum of a whole number and a fraction less than one. Because a whole number can be represented as a fraction ($3 = 3/1$), and the sum of two fractions is also a fraction, a mixed number also represents a fraction ($3 \frac{2}{5} = 3 + 2/5 = 15/5 + 2/5 = 17/5$). Write fractions as equivalent mixed numbers and vice versa.

Math: Learning Progressions

DC Standards

Number Sense and Operations

- K.NSO-C.8. Use objects and drawings to model and solve related addition and subtraction problems to 10.
- 1.NSO-C.8. Demonstrate the ability to use conventional algorithms for addition and subtraction (two two-digit whole numbers).
- 2.NSO-C.13. Know addition and subtraction facts (addends to 12), commit to memory, and use them to solve problems. Select and use appropriate operations (addition and subtraction) to solve problems, including those involving money.
- 3.PRA.3. Determine values of variables in simple equations involving addition, subtraction, or multiplication.

Common Core Standards

Numbers - Operations and the Problems They Solve

- K-NOP.6 – Solve addition and subtraction word problems, and calculate additions and subtractions within 10.
- 1-NOP.7 – Solve word problems involving addition and subtraction within 20.
- 2-NOP.3 – Solve two-step word problems involving addition and subtraction within 100.
- 3-NOP.7 – Solve word problems involving multiplication and division within 100, using an equation with a symbol for the unknown to represent the problem.

Common Core Review Panel Process

- Invited LEAs, State Board Members, Charter Advisory Group, DCPS Central Office, Assessment Data Team, and advocacy groups to nominate participants
- Sent personal invitations to DC Teacher of the Year and those nominated by the Superintendent or School Board Members
- Requested nominees to submit cover letters and resumes
- Reviewed nominations and created grade level groups

Common Core Review Panel Composition

Participants	Organizations Represented
Teachers	DCPS
Instructional Coaches	Charter schools
Curriculum Specialists	Howard University
Administrators	FOCUS
University Staff	Center for Inspired Teaching
Advocacy Groups	STEM
Directors of Services	Student Support Center
Science and Social Studies Experts	Non-public
State Board Members	Local Businesses

50 Total Participants

Feedback from Review Panels

- Need for
 - Strong professional development
 - Community buy-in
 - Parent support
- Creates
 - Chance for students to compete academically on a national level
 - Opportunity for collaboration among states
 - Higher, clearer and more consistent expectations for teachers and students

OSSE Will Use the Review Panel Feedback To....

- Complete a final draft of a “double” standards crosswalk (horizontal & vertical)
- Inform implementation conversations with LEAs and other institutional stakeholders
- Develop exemplary standards implementation tools and processes
- Ensure DC CAS is an aligned tool that informs and is informed by the transition to Common Core

Review/Adoption Process

April 2010:

Community Review

- Common Core Review Panels
- Common Core Tab on OSSE Website
<http://www.osse.dc.gov/seo/cwp/view,a,1274,Q,564266,PM,1.asp>
- Collect Feedback and Implementation Suggestions

May 3 – 13, 2010:

Live meetings with Common Core Review Panels

May 5, 2010:

SBOE Working Session and Public Hearing

May 18, 2010:

Formal SBOE Presentation

June 2, 2010:

Final Draft of Common Core Standards Publicly Released

SBOE Working Session and Final Q&A before Vote

June 16, 2010:

SBOE Vote

June 29 – July 1, 2010:

CCSSO Content Analysis

How Can I Get More Information?

- Go to www.OSSE.DC.gov
 - Under OSSE News, go to link for Common Core
- Go to <http://www.corestandards.org/>
- Call or Email Us!
 - Tamara Reavis - ELA
 - tamara.reavis@dc.gov
 - 202.654.6100
 - Joshua Boots - Math
 - joshua.boots@dc.gov
 - 202.741.5311